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ABSTRACT

These activities are intended to supplement materials for three courses available in the Community Living Skills Guide for the College for Living series: Cooking/Food Preparation (CE 024 475), Homemaking and Family Living (CE 024 477), and Nutrition (CE 024 484). These courses for developmentally disabled adults are intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Objectives and activities are provided for these six topics: table manners, preparing for small groups, preparing for large groups, attractive surroundings, clean-up: before and after the fact, and safety. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Additional Activities

for Nutrition, Cooking, Homemaking and Family Living

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 024 478

THE COLLEGE FOR LIVING
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ADDITIONAL ACTIVITIES FOR NUTRITION, COOKING HOMEMAKING AND FAMILY LIVING

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TABLE MANNERS

OBJECTIVES: Student will identify 3 basic good behaviors and 3 poor behaviors at any eating occasion.

Student will identify differences and similarities between picnics, meals at home, and meals away from home by making lists of differences and similarities and then by eating in each setting.

ACTIVITIES:

1. Make a list of table manners

good	poor

2. Have a meal and use table manners.
   Afterwards: discuss appropriate and inappropriate behavior at the table.

3. Situations: Talk about different eating situations: a picnic, a formal dinner, a brunch, a breakfast, going for a pizza, out and at home. How should your manners be the same? How should they differ? Discuss dress at this time too.

4. Plan a variety of social settings and practice what was discussed in #3.

PREPARING FOR SMALL GROUPS (1 - 4)

OBJECTIVES: Student will plan a breakfast, a lunch, a dinner, and a snack for one person by specifying amounts of each food consumed during meal.

Student will go to store and purchase the amount of food needed for one day.

ACTIVITIES:

1. Plan a meal for 1, for 2, for 4 people; include amounts of food necessary.

2. Discuss amounts of food needed for 1, 2, 3, or 4 people.
   A. Answer the following questions.
      1) How much milk should you buy for 1 meal?
      2) How much hamburger for 1 meal?
      3) How many cans of beans for 1 meal?
      4) How many oranges do you need for 1 meal?
      5) How many eggs do you need for one meal?
   B. When you buy food, you sometimes buy enough for a week. How much of the following should you buy for one person for one week?

_____ milk?	_____ cheese?	_____ fruit?
_____ eggs?	_____ cereal?	_____ juice?
_____ breads?	_____ meat?	
_____ lunchmeat?	_____ vegetables?	

3. Prepare:
   (a) one snack for 3 people.
   (b) one breakfast for 4 persons.
   (c) one dinner for 1 person.
   (d) one dinner for 2 people

PREPARING FOR LARGE GROUPS (5 - 10)

OBJECTIVES: Student will plan 2 meals for 5-7 people by preparing menu with specified quantities of each food needed.

Student will purchase food for one meal for 7-10 people.

ACTIVITIES:

1. Discuss amounts of food needed for 5 people, 7 people or 10 people.
   A. 1) How much milk should you buy for one meal?
      2) How much hamburger for one meal?
      3) How many cans of peaches do you need for one meal?
      4) How many bananas do you need for one meal?
      5) How many eggs do you need for one meal?
   B. When you buy food, you sometimes buy enough for one week. How much of the following should you buy for __7__ people for one week....:

_____ milk?	_____ eggs?	_____ bread?
_____ lunchmeat?	_____ cheese?	_____ cereal?
_____ meat?	_____ vegetables?	_____ fruit?
_____ juice?		

ATTRACTIVE SURROUNDINGS

OBJECTIVES: Students will prepare a pleasing environment for the group by planning and implementing a "get together".

ACTIVITIES:

1. Surroundings can be both physical and mental. Discuss comfortable and uncomfortable places you've been or unpleasant people you've been around. What makes you comfortable? What makes you uncomfortable?

2. Make two collages: one that makes you feel comfortable; one that make you feel uncomfortable. Discuss emotions.

3. Bring in pillows, picture, etc. that make your room more attractive.

   Play music that helps you relax.

4. List issues that you like to talk about or that you don't want to talk about.

For example:	
Hiking	Racism
Eating	Group Homes
Movies	Mental Retardation

5. Have a party in class. Have some students make the room pleasant; have some students make the music pleasant; have some students make the food appealing. Have a fun, "laid-back" time.

CLEAN-UP: BEFORE AND AFTER THE FACT

OBJECTIVES: Using "Procedure for Washing Dishes, Pots, Pans, and Silverware" student will wash soiled dishes.

ACTIVITIES:

1. Discuss reasons for cleaning self, surroundings, foods, dishes both before and after an event.

2. Wash dishes. Use hot water and soap. Measure soap carefully. Why should you use hot water and soap? What should you do after you wash dishes? Answer: rinse them. See procedure for guidelines to proper washing.

PROCEDURE FOR
WASHING DISHES, POTS, PANS AND SILVERWARE

1. Wash hands with soap and water.

2. Rinse off dirty dishes. Dispose of leftovers in proper receptacles (either garbage disposal or plastic bag).

3. Make sure sink is clean by using cleaner and sponge.

4. Stack rinsed dishes, silverware, glasses, pots and pans.

5. Run hot water in sink or dishpan. Pour a measured amount of detergent into running water.

6. Wash in this order: a) silverware, b) glasses, c) plates, and d) pots and pans.

7. Rinse thoroughly.

8. Let dry in dish drainer or towel dry immediately.

9. Use a clean, damp sponge and wipe off countertops, stove and table (either before or after washing dishes).

SAFETY

OBJECTIVES: Student will demonstrate by safe use of various household items the concepts of sound safety rules.

ACTIVITIES:

1. Make a list of safety rules needed around a house.

   Did you include?. . . .
   A. No electrical appliances near water.
   B. No smoking in bed.
   C. Unplug appliances not being used immediately.
   D. Protect hands with pot holder from heated elements.
   E. Rubber bathmat should be in tub to prevent slipping.

2. Draw a picture of each room in your house, apartment, or living space and identify safety features and make safety rules for each room.

3. Have a fireperson come and talk about household safety and fire prevention.

4. Have a doctor or nurse talk about basic first aid for household injuries.

5. Bring an iron, a toaster, an electric fan, a hot plate, an electric razor, and learn how to use these appliances safely.